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Notes and News

On assuming his new duties, the Managing Editor is keenly conscious of the difficulty of his task. At the same time, he congratulates himself that his work will probably be lighter than that of his predecessors. Owing to the untiring efforts of Professor Bagster-Collins and Professor Coleman, the JOURNAL has been placed on a firm basis and has abundantly justified the prophecies of usefulness which were made at the time of its foundation. We hope to present during the next three years articles and reviews of such a nature that the JOURNAL will be regarded as more than ever indispensable to the modern language teachers of the country.

It is with regret that we announce the retirement of Professor E. L. C. Morse from the position of Business Manager of the JOURNAL. Professor Morse's administration has been an eminently successful one, and we all have reason to be grateful to him for his loyal efforts.

It is with great pleasure that we announce the election of Professor Arthur G. Host of the Troy High School to the position of Business Manager. Professor Host has been actively identified with modern language interests in New York State and recently served as President of the New York State Modern Language Association. We ask for Professor Host loyal support and co-operation, particularly from the secretaries and other officers of the regional associations.

Professor Starr Willard Cutting of the Department of Germanic Languages and Literatures of the University of Chicago has been elected President of the Executive Committee and Dr. John D. Fitz-Gerald, Professor of Spanish at the University of Illinois, has been elected Vice-President. Professor C. H. Handschin will continue to perform his duties as Secretary. Professor C. E. Young of the University of Iowa replaces Professor Olmsted as a member of the Committee and Professor C. M. Purin of the Milwaukee State Normal School has been elected to succeed Dr. W. R. Price as Associate Editor.

The Managing Editor desires to echo an appeal made in a previous number by Professor Coleman for articles dealing with linguistic problems which would be of interest to teachers. In addition to its function of publishing articles on methods of teaching, phonetics, text-books and pedagogical principles with special reference to their application in modern language teaching, we should also concern ourselves with linguistic problems which

we constantly encounter, both in class and in our own reading. We should be glad to receive contributions on French, German or Spanish syntax. There are many syntactical points on which the reference grammars give little assistance, and it seems to us that the JOURNAL is an eminently suitable place for the discussion of these difficulties. We believe that a journal which represents the interests of teachers should find space for the discussion of the chief contemporary writers in France, Germany and Spain. For obvious reason, it is not desirable that THE MODERN LANGUAGE JOURNAL should undertake to publish a large number of literary articles. At the same time, there should be a place in the JOURNAL for articles on contemporary writers who are prominently before the public. New material on authors whose works are generally read in high schools or colleges will also be welcomed.

It is highly important that we should keep informed regarding the outstanding new books on the language and literature of France, Germany, Italy and Spain, and that we should know something concerning the best contemporary plays, novels and verse. It sometimes happens that owing to lack of time or remoteness from book centers, our acquaintance with language studies is limited to the text-books that we used in college, and that we are more familiar with the writers of ten or fifteen years ago than with current books. In order to meet this need, it is proposed that each number of the JOURNAL shall contain an article which will present a summary of recent publications in French, German and Spanish linguistics and literature, and also a survey of the most important works in creative literature that have appeared during the year in those countries.

Because of the high cost of printing and our desire to offer as much variety as possible in each issue of the JOURNAL, it is suggested that contributors limit themselves whenever possible, to not more than ten pages of printed matter.

While it is obviously impossible to publish extended reviews of all the books which the publishers kindly forward to us for examination, it seems that at least brief mention should be made of all in order that the attention of our readers may be called to these new books. It is hoped that this bibliography, which begins in this number and it will be continued in succeeding issues, will prove of service.

On page 44 will be found a list of the men and women who were awarded the degree of Doctor of Philosophy with a major in modern languages in the academic year of 1921-22. It is not reassuring to learn that only 24 such degrees were granted, and one regrets that other fields of study seem to attract more graduate students

who carry on their work as far as the doctorate. There may be good reasons for this, but we must not forget that an insufficient number of well trained instructors and professors is a menace to the cause of modern language teaching in schools, colleges and universities.

INSTITUTO DE LAS ESPAÑAS

Bulletin No. 2 issued May 1922 gives an interesting summary of the activities of the Instituto de las Españas during the last academic year. Twenty-three lectures were delivered at Columbia University by well-known scholars, and Sr. D. Victor Andrés Belaúnde, the official lecturer of the Instituto for the year, spoke at thirty of the principal universities and colleges of the South and Middle West.

The Instituto has also published the following books and pamphlets during the current year:

Memoria del Curso 1920-21, presentada al Consejo General Ejecutivo por Federico de Onís.

"Lo que se puede aprender en España." Lecture by Prof. Joaquín Ortega.

"Cartilla Escolar Cervantes," by Prof. M. Romera-Navarro and Mr. Julio Mercado.

"La Enseñanza de Lenguas Modernas en los Estados Unidos," Lectures delivered during his visit to Spain by Mr. Lawrence A. Wilkins.

"The Romantic Dramas of García Gutiérrez," by Nicholson B. Adams, Ph.D. and the first complete edition of the poems of the Chilean poetess, Gabriela Mistral, published with the title, "Desolación."

The Instituto has enrolled 105 active members and 127 associate members for the academic year 1921-22. In addition 35 clubs or departments in various schools and colleges were affiliated, and the medal of the Instituto was awarded for excellence in Spanish to a student of each affiliated school on the occasion of La Fiesta de la Lengua Española in the month of April.

DEGREES OF DOCTOR OF PHILOSOPHY WITH MAJORS IN MODERN LANGUAGES CONFERRED, 1921-22 UNIVERSITY OF CHICAGO

- A. R. NYKL, Assistant Professor of Romance Languages, Northwestern University, Transcriptions and Commentary upon Some Aljamiado Texts.
- C. E. PARMENTER, Assistant Professor of Romance Languages, University of Chicago, The French Epistle in Verse from Deschamps to the Year 1549.
- GEORGIANA R. SIMPSON, Professor of German, Dunbar High School, Washington, D. C., Herder's Conception of "Das Volk."

WILLIAM DIAMOND,
Spielhagen's "Novellen."

FANNIE GASSMAN,
The Development of Proletarian Revolutionary Poetry in
Germany 1815-1915.

COLUMBIA UNIVERSITY

JOSEPH L. RUSSO, Professor of Romance Languages, Allegheny College, Meadville, Pa. Lorenzo da Ponte, Poet and Adventurer. Columbia University Press, 1922.

JOSEPH S. WILL, Professor of Romance Languages, University of Toronto, Canada. Protestantism in France, Volume two, 1598-1629. Published Aug. 1921, University of Toronto, Canada.

MATHURIN M. DONDO, Assistant Professor of Romance Languages, University of California, *Vers Libre*, a Logical Development of French Verse. Edouard Champion, Paris, 1922.

NICHOLSON B. ADAMS, Instructor in Romance Languages, Teachers College, Columbia University, The Romantic Dramas of García Gutiérrez. Published by the Instituto de las Españas, New York, 1922.

FELIX VEXLER, Instructor in Romance Languages, University Extension, Columbia University, Studies in Diderot's Esthetic Naturalism. New York 1922.

LENA SYLVANIA,
Doña María Zayas y Sotomayor, a Contribution to the Study of her Works. Columbia University Press, N. Y. 1922.

MAXIMILIAN J. RUDWIN, Assistant Professor of Romance Languages, Swarthmore College, Pa. Supernaturalism in Chateaubriand. Published by Open Court Publ. Co., Chicago, 1922.

LAMBERT A. SHEARS,
The Influence of Walter Scott on the Novels of Theodor Fontane. Columbia University Press, 1922.

MATTHEW G. BACH, Wieland's Attitude toward Woman and her Cultural and Social Relations. Columbia University Press, 1922.

HARVARD UNIVERSITY

CHESLEY M. HUTCHINGS, The Sentiment of Nationality in Spanish Literary Criticism from 1400 to 1621.

JOHN R. MILLER,
The Reputation of Boileau in France in the 18th Century.

JOHN HORNICEK,
Madame Cottin; a Study of the Pre-Romantic Novel in France.

UNIVERSITY OF ILLINOIS

WALTER HENRY STORER,
Virgil and Ronsard.

INDIANA UNIVERSITY

CLAUDE E. ANIBAL, Assistant Professor of Spanish, Indiana University. A Critical Text, with Introduction, of *El Arpa de David* by Mira de Amescua, together with a Dissertation on Lisardo his Pseudonym.

JOHNS HOPKINS UNIVERSITY

META HELENA MILLER, Chateaubriand and English Literature.

LAWRENCE MELVILLE RIDDLE,
The Genesis and Sources of Pierre Corneille's Tragedies from *Médée* to *Pertharite*.

UNIVERSITY OF WISCONSIN

JOSEPH E. HAWKINS,
The Attitude of Two of the Leading German Periodicals of the Eighteenth Century toward England and things English.

CHARLES A. KRUMMEL,
Gottfried Keller's Estimate of Literary Men and Movements.

ALEXANDER G. FITE,
A Study of Manuscript 627 of the Berne Library on the Epic Poem *Godfroi de Bouillon*.

AWARDS OF FRANCO-AMERICAN EXCHANGE SCHOLARSHIPS

Under the chairmanship of Dr. Samuel P. Capen, Director of the American Council on Education, the Committee on Franco-American exchange of Scholarships and Fellowships has elected the following to the forty-five scholarships offered to American students by the French Universities and the French Ministry of Public Education:

UNIVERSITY OF BORDEAUX: Mr. M. E. Bassett, Princeton; Miss Margaret G. Chapin, Oberlin College; Miss Kathryn J. Coates, Oberlin College; Miss Helen Hockenberry, Wellesley College; Mr. L. P. Waldo, University of Michigan. UNIVERSITY OF LYONS: Mr. Max J. Wasserman, University of Chicago. UNIVERSITY OF NANCY: Mr. Hugh Elliott, Northwestern University and Harvard. UNIVERSITY OF PARIS: Miss Louise Capen, New York University; Mr. R. P. McKeon, Columbia. UNIVERSITY OF TOULOUSE: Miss Lucile Blackfan, University of Kansas and Columbia; Miss Mary K. Chase, Stanford University; Mr. L. O. Collins, Colorado College; Miss Augusta E. Galster, Bryn Mawr; Mr. F. W. McKirnon, Harvard; Mr. C. W. Phelps, Harvard; Mr. P. C. Rogers, Wesleyan University; Miss Mary M. Wildman, Stanford University. ÉCOLE NORMALE SUPÉRIEURE DE SÈVRES: Miss M. Gilman, Bryn Mawr; Miss Elsa Vieh, Smith College and Radcliffe College. ÉCOLE NORMALE, ST. GERMAIN-EN-LAYE: Miss Genevieve L. Buck,

Kalamazoo College; Miss Eleanor Cowen, Radcliffe College, Miss Louise A. Mohn, Mills College; Miss Gertrude M. Niven, Brown University; Miss Grace Sproull, Miami University. LYCÉE SCHOLARSHIPS AT PARIS, VERSAILLES, CAEN, BEAUVAIS AND SAUMUR: Miss Catherine Baldwin, Horace Mann School; Miss Alice May Bovard, Northwestern University; Miss Gertrude Braun, Horace Mann School; Miss Alice Dana Brown, Beloit College; Miss Besse Clement, University of Oklahoma; Miss Lorana Foote, Carleton College; Miss Thelma Ruth Gibbs, Denison University; Miss Margaret Grill, Stanford University; Miss Constance Ray Harvey, High School, Buffalo; Miss Katherine Keiper, Cornell University; Miss Janet Kellicott, Horace Mann School; Miss Mary Gertrude O'Donnell, Trinity College; Miss Margaret Pitkin, Swarthmore College; Miss Gertrude Rodgers, Monmouth College; Miss Mary Rutledge, Union University; Miss Celia Spalter, Smith College; Miss Heytje Stewart, University of Wisconsin; Miss Frances Swain, University of Michigan; Miss Natalie Walker, Cornell University; Miss Lilian M. Wangler, University of Wisconsin.

AWARDS FOR AMERICAN FIELD SERVICE FELLOWSHIPS IN MODERN LANGUAGES

Among the eighteen awards made by the Society for American Field Service Fellowships for French Universities, the following represent the field of Romance Languages:

MALCOLM COWLEY is a graduate of Harvard University and attended the University of Montpellier as an American Field Service Fellow in 1921-22. He is the author of miscellaneous reviews and poems published in the Evening Post, Dial, New Republic, Poetry and New York Tribune.

JULIAN E. HARRIS is a graduate of the University of North Carolina and has received the Master's degree from Columbia University. His primary purpose in going to France is to make a study of the manuscripts of *Les Enfances de Guillaume*, an unpublished *chanson de geste* of the *Cycle de Guillaume*, with a view to preparing an edition of the same.

JACQUES G. C. LECLERCQ, who holds the Bachelor's and Master's degree from the University of California, expects to study under Professor Baldensperger at the University of Strasbourg.

Applications for the next award for 1923-24 should reach the Secretary, Dr. I. L. Kandel, 522 Fifth Avenue, New York City, not later than January 1, 1923.

THE MEETING OF THE M. L. T.

The annual meeting of The Association of Modern Language Teachers of the Central West and South was held at the Audi-

torium Hotel, Chicago, May 12-13, 1922. Professor C. E. Young, who had succeeded Professor A. R. Hohlfeld—absent in Europe—to the presidency, presided. There was a dinner Friday evening, with speeches by Mr. Peter A. Mortensen, superintendent of Chicago schools; Mrs. Adele S. Martin, president of The Arche Club, Chicago; Dr. Melvin Brannon, president of Beloit College and Professor A. de Salvio, of Northwestern University. The meeting was attended by more than seventy persons.

The general program, Saturday morning was as follows: The President's address, "The Present Situation, a Word of Cheer"; Professor A. Coleman, "A Word from the Retiring Editor; Professor J. Goebel, "The Coming Centennial of German Instruction in American Universities; Professor A. W. Aron, "The Linguistic Background of the Modern Language Teacher."

In the French Section, Miss Louise Cotnam presiding, the following papers were read: Professor D. H. Carnahan, "Are French Teachers Justifying Themselves?" Professor Harry Kurz, "French as a Business Proposition"; Miss Florence M. Staines, "Testing for Minimum Essentials"; Miss Josephine Doniat, "Some Practical Suggestions." Professor Carnahan gave the results of an investigation which he had conducted among forty high school principals and deans of colleges. He stated that while there did not appear to be active hostility to the teaching of languages, there are a number of Missourians who wish to be shown, and he drew the conclusion that we need to increase the voltage. Professor Kurz discussed some of the lines of work in which a knowledge of French is of material advantage, and spoke of the necessity which exists for young Americans to be able to form their own opinions on international matters, since it is their "business to be citizens of the world." Miss Staines discussed Methods of "Testing for Minimum Essentials," and Miss Doniat gave "Some Practical Suggestions," demonstrating, through the citation of successful experiments, the feasibility of several ideas for stimulating interest, *e. g.*, French reading contests, interchange between high schools of French plays, *etc.*

In the German Section, Professor C. M. Purin presiding, the following papers were read: Professor G. O. Curme, "German Philology and the Extent of its Usefulness in Teaching Elementary German"; Professor J. D. Deihl, "An Experiment in Individual Instruction"; Miss Grace M. Buchwalter, "German Texts recently published by our Book Companies." The paper by Professor George O. Curme advocated more attention to the life of language than to dead grammatical rules. The discussion of this, as of the other papers, was participated in by several persons. The paper by Mr. J. D. Deihl, Vice Principal, Boys' Technical High School, Milwaukee, dealt with the technique of this experiment: the division of the lessons into units by which the work of the students

could be checked off, the forming of a number of natural ability groups which recite together, and the fact that the time element plays no rôle, but only the amount of work accomplished is considered. The paper by Miss Grace M. Buchwalter, New Trier High School, Kenilworth, Illinois, gave a review of the considerable number of grammars, readers, composition books, and annotated texts published in the last five years.

The following was the program in the Spanish Section, Miss Doris H. Potter, presiding: Professor Joaquín Ortega, "Suggestions for Teaching Second Year Spanish"; Professor Fred C. Domroese, "Sensing the Spanish Idiom." Professor Ortega treated the methods of presentation used, with particular reference to classes in advanced conversation and composition. He discussed with wealth of detail the use of play-writing and play-presentation as a stimulus to interest and accuracy in the use of the language, and suggested also many other devices, such as the production of original speeches, and debates, etc., by the members of the classes for use during the class period. An interesting discussion followed. Professor Domroese presented an interesting comparison of Spanish idioms with German construction of similar meaning and structure and cited many cases which revealed a parallelism not existing between the Spanish and English constructions.

Professor Fitz-Gerald led the discussion which followed, and pointed out equal similarities between the French and Spanish idiomatic uses.

The following officers were elected: President, Prof. D. N. Carnahan; first vice president, Prof. C. D. Zdanowicz; second vice president, Prof. A. W. Aron. As members of the Executive Council; Miss Doris H. Potter and Miss Louise Cotnam; as members of The Executive Committee of The National Federation: Professors Starr Willard Cutting, C. E. Young and C. H. Handschin.

The Executive Council appointed as additional vice presidents—there are already acting, in as many states, twelve persons—Professors E. M. Greene, University of South Dakota, for South Dakota; C. E. Young, Iowa State University, for Iowa. The Secretary-Treasurer was authorized to appoint vice presidents for Louisiana and North Dakota, after consultation.

The Secretary reported that six new state associations had been affiliated during the year.

It may be well to add that the M. L. T. meets in Chicago annually about the middle of May; that is, co-incident with the meeting of the affiliated schools of the University of Chicago, which makes it possible for teachers to attend the meetings of the one association on Friday and those of the other on Saturday.

Respectfully submitted,

C. H. HANDSCHIN

Modern language teachers may be interested to read Mr. J. E. Spingarn's chapter on "Scholarship and Criticism" which he has contributed to a volume entitled "Civilization in the United States: An Inquiry by 30 Americans" published by Harcourt, Brace and Company, New York, 1922. In Mr. Spingarn's opinion, "American universities seem to have been created for the special purpose of ignoring or destroying the spirit of scholarship. The chief monuments of American scholarship have seldom if ever come from men who have been willing to live their whole lives in an academic atmosphere. The men whom we think of as our foremost literary scholars, Gildersleeve, Norton, and the rest, acquired their fame rather through their personalities than their scholarly achievements."

With respect to our own fields, Mr. Spingarn states that "as to the literatures in the modern European tongues, Dante scholarship has perhaps the oldest and most respectable tradition, but on examination dwindles into its proper proportions: an essay by Lowell and translations by Longfellow and Norton pointed the way; a Dante Society has nursed it; and its modern fruits, with one or two honourable exceptions, are a few unilluminating articles and text-books. Ticknor's pioneer work in the Spanish field has had no successors, though Spanish America is at our doors; the generous subsidies of rich men have resulted as usual in buildings but not in scholarship. Of the general level of our French and German studies I prefer to say nothing; and silence is also wisest in the case of English."

The American University is "at one and the same time our greatest practical achievement and our greatest spiritual failure. To call it a compound of sanatorium and machine-shop may seem grossly unfair to an institution which has more than its share of earnest and high-minded men; but though the phrase may not describe the reality, it does indicate the danger. When we find that in such a place education does not educate, we cry for help to the only gods we know, the restless gods of Administration and Organization; but scholarship cannot be organized or administered into existence, even by Americans". . . . "All is shell, mask, and a deep inner emptiness. We have scholars without scholarship, as there are churches without religion."

Many persons will think that the author has greatly underestimated the value of the results attained by American scholarship, but at all events the statement of his case is stimulating.

Professor Herbert H. Vaughan of the University of Nebraska has accepted an Assistant Professorship in the Department of Romance Languages at Yale University where he will devote himself chiefly to Italian and Vulgar Latin. Mr. James D. Sorber, an instructor at the University of Nebraska, has also accepted an instructorship at Yale University.

An interesting article "On Translating from French" by R. L. G. Ritchie, published in *The French Quarterly*, March, 1922, calls attention to the vague and inaccurate translations so frequently made by students in rendering French into English. Mr. Ritchie discusses the many errors in the English translation of a French text which some teachers might overlook. The reading of this article should stimulate our desire to insist upon an exact translation when foreign texts are turned into English.

Teachers of French who desire to acquaint themselves with the history of secondary instruction in France, including the organization of the secondary schools, courses of study and pedagogical methods will read with profit M. Georges Weill's *Histoire de l'enseignement secondaire en France (1802-1920)*, recently published by Payot et Cie, Paris.

We have received an interesting bulletin on "The Teaching of High School French" issued by the State Department of Education, of Maryland. The preparation of the bulletin is directed by Mr. Samuel M. North, State Supervisor of High Schools, and the material was collected and organized by Miss A. Marguerite Zouck, instructor in French at Franklin High School, Reisterstown.

After a preliminary statement which gives the reasons why modern languages are taught, a detailed syllabus is given for the work of the four years at high school, together with lists of textbooks for use in class and also those which offer supplementary material to the teacher.

The second part deals with methods, with detailed consideration of the importance of pronunciation, conversation, reading and grammar. Typical elementary lessons are outlined which follow closely material presented by Mr. Bovée and his colleagues at the University High School of Chicago and published in Vol. III of the *MODERN LANGUAGE JOURNAL*. Bibliography of books on methods, French life and civilization, history, literature, newspapers, games, pictures, phonograph records, songs, verbs, pronunciation, and dictionaries is also included.

This bulletin is a creditable piece of work and contains many practical suggestions for teachers. The importance of pronunciation and of oral work is emphasized throughout.

SPANISH SYLLABUS ADOPTED IN THE HIGH SCHOOLS OF CHICAGO

A Committee on Syllabus for the teachers of Spanish in the high schools of Chicago, consisting of C. E. Parmenter, Abel Cantú, Isolina R. Flores and Edith Cameron, Chairman, has presented its report which the Board of Education will print. This syllabus is "based on the views and recommendation of the

Spanish section of the Chicago High Schools as expressed in response to the questionnaire submitted to each teacher of Spanish in these schools by the Spanish Syllabus Committee appointed at the meeting of the High School Council, April 15, 1921."

"No special method is recommended, for the progressive teacher, alert to profit by the experience of others, will adapt to his own needs the best elements of every method. In view, however, of the aim to be accomplished, the committee earnestly recommends that Spanish be made as far as possible the language of the classroom and that emphasis be placed on the aural and oral acquisition of the language as well as on the ability to read and write."

With regard to pronunciation, the Committee reports as follows:—"The insistence upon an intelligent and intelligible pronunciation is of great importance. If the pupil does not have a firm grasp on this fundamental branch of the subject, his impression of words will be vague and he will have difficulty in acquiring vocabulary, his grasp of orthographical value will be poor and his spelling bad, he will be slow in getting a feeling for the language, he will rely on his visual memory and will be backward in learning to understand and speak, and slow in learning to think in Spanish. For these reasons, thorough work in pronunciation is a timesaver in the long run."

The annual joint meeting of the Vermont sections of the Classical and Modern Language Associations in New England was held at the University of Vermont, May 12 and 13. The chief subject of discussion was the place which the study of language should have in our school curriculum.

The meeting opened with an address by Professor Raymond White of Middlebury College in which he pleaded for a middle ground between the extreme direct method so called, and the older method which tended to lay undue emphasis upon grammar for its own sake.

Papers were presented by Mrs. E. W. Gould of Middlebury High School: "Some Defects in the Language Teaching in the Schools"; Principal H. H. Nilson of St. Johnsbury Academy; "Our Pupils' Birthright"; State Supervisor of High Schools, Merritt D. Chittenden spoke on the position of the study of technical grammar in our schools; the last paper was presented by Professor F. D. Carpenter, University of Vermont: "Some Remarks on the Present Status of German in our Schools."

It was voted to have only one joint meeting of the Vermont Group in conjunction with the General Teachers' Meeting in October.

At the business meetings of the two Associations the following officers were elected:— MODERN LANGUAGE ASSOCIATION: Presi-

dent, Professor F. D. Carpenter of the University of Vermont; Secretary-Treasurer, Miss W. C. Schüller of Middlebury College; Chairman of the Executive Committee, Miss A. Waldo of Bishop Hopkins Hall. CLASSICAL ASSOCIATION: President, Principal C. H. Morrill of Brigham Academy; Secretary, Professor M. D. Sanford of Middlebury College; Executive Committee, Principal I. H. Wilson of St. Johnsbury Academy, Miss H. Dewey of Jericho Center, Principal Harriman of Middlebury High School.

WERA C. SCHÜLLER,
Secretary

NORTH CAROLINA

Dr. Kent Brown and Dr. Oliver Towles of the University of North Carolina spent the summer in Europe.

Professor R. March Merrill of the North Carolina College for Women has been appointed head of the Department of Romance Languages at Texas Christian University, Fort Worth, Texas.

Mlle. Germaine Villedieu of that college was a member of the staff at the French School of Middlebury College during the summer session.

Dr. Thomas W. Lingle of Davidson College was a member of the Faculty at the University of Virginia Summer School.

LOUISIANA

Tulane University has lost during the year, Professor A. Marin LaMeslée, head of the Romance Languages Department, and Professor Lionel C. Durel has been acting as head of the department. Mr. Felipe Fernández, instructor in the department, returns this fall after a year of study in Madrid. Mrs. Clara L. Landry, instructor in Romance Language Department of Newcomb, will spend this year in study at the Sorbonne.

German will be taught in Newcomb College next year as the State Legislature has revoked the act of a previous Legislature forbidding the teaching of that language. Miss Lydia Frotscher will be in charge.

Professor Albert E. Trombly of the University of Texas has accepted the position of acting head of the Romance Languages Department at the University of Missouri.

Those of our readers who had the privilege of hearing Maurice Donnay during his recent tour in the United States will read with especial interest his article entitled *Dix-sept jours en Amérique*, published in the July number of the REVUE DES DEUX MONDES.

The Hispanic Society of America has recently published two volumes by Professor Hayward Keniston of Cornell University

which will prove of great interest to all teachers of Spanish. The first is entitled "List of Works for the Study of Hispanic American History" which includes books dealing with the whole history of Hispanic America, works on special periods, and books dealing with individual countries and the portions of the United States settled by Spaniards. This book must be the starting point for any serious study of historical questions related to the Spanish American republics.

In his "Garcilaso de la Vega," Professor Keniston has written a biography and critical study of the great Spanish poet based upon original documents or reliable contemporaneous accounts and inspired by enthusiasm for the poet and with a finely balanced judgment. By virtue of its original contributions to our knowledge of Garcilaso and because of the fascinating picture which the author presents of Garcilaso, with the society of his time as a back-ground, this study is one of the most notable that we possess concerning any Spanish author. A second volume will contain a critical text and bibliography of the poet's works.

Reviews

- A. *THE DIRECT METHOD OF TEACHING FRENCH*, by E. GOURIO, Houghton Mifflin Co., 1921, (price \$.80); 163 pp. incl., index.
- B. *LA CLASSE EN FRANÇAIS*, by E. GOURIO, Houghton Mifflin Co. 1920, (price \$1.52); VI+273 pp.

It seems well, before entering upon the discussion of these texts, to say a word about their author. M. E. Gourio is one of the most prominent exponents of the Direct Method in France, being the author of a popular series of class texts for the study of English called the "Green Series" (Librairie Ferran Jeune, Marseille). Both as author and teacher he has played a leading rôle in developing modern language pedagogy in France to its present point. Were it not for his avowed aversion to Phonetics, one might call him the French Max Walter. M. Gourio's leadership is sharply challenged by M. Camerlynck the brilliant interpreter for the French delegation at the recent Washington Conference who is an ardent exponent of Phonetics, having been a pupil of Paul Passy. Like M. Gourio, he is also the author of a widely used series of class texts for the study of English published by H. Didier, Paris. These two "friendly enemies" have recently extended their field of operations to the United States. Allyn and